Faculty and Staff Nurse Collaboration in the Clinical Learning Environment Strategies for Improvement

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Purpose

The purpose of this study was to examine the concept of collaboration between the staff nurses and nursing faculty members in the clinical learning environment. There are clear indicators of the benefits of collaboration and the positive impact this has on student learning. Unfortunately, gaps exist in the research to identify what is currently happening and ways to improve collaboration in the clinical learning environment.
Significance - Then & Now

First Position on Education for Nursing
• “Educating nurses and providing patients with care can only be carried out when nurses in education recognize their interdependence and actively collaborate to achieve the ultimate aim of both”.

(ANA, 1965)

The Future of Nursing: Leading Change, Advancing Health
• Challenges continue as a result from the separation of academic and practice

(IOM, 2011)
Background

- Clinical education is a vital component of nursing education and takes place in a complex social environment.
- Contributions of equal importance are made to student learning from both nursing faculty members and staff nurses.
- Responsibility of educating the future nurses needs to happen in a variety of ways and needs to evolve with the changing demands for healthcare and the looming nursing shortage in the near future.
- Collaboration provides a mutually beneficial relationship for both practice and education.
Collaboration was defined as two autonomous stakeholders working together, creating a partnership using shared norms, rules and structures in order to reach common goals and commitments.
Role of Staff Nurse

Patient Care

Student Learning
Role of Nursing Faculty Member

Student Learning

Patient care
Methods

497 participants

“Is there anything else you can add to explain the relationship that exists between staff nurses and nursing faculty members in the clinical learning environment?”

Content analysis using NVivo Pro 11
Results

Staff Nurses (n=143)

Nursing Faculty Members (n=276 [240 full time, 36 clinical adjuncts])

Nurses who Teach and Practice Concurrently (n=78 [56 FT staff nurses who also teach clinical as an adjunct, 5 FT faculty who also work as per diem staff nurses and 17 nurses who have full time jobs in non-direct care nursing in addition to teaching clinicals])
Staff Nurses

Medical Surgical (42.7%)  Telemetry (7.7%)
Maternity (14.7%)  Pediatrics (4.9%)

ADN and BSN programs (45.9%)

BSN programs (37.1 %)  ADN programs (9.8%)

Ages 22-70, with a mean of 39

8 males and 153 females
Nursing Faculty Members

Medical Surgical (44.2%)  
Telemetry (8.3%)  
Maternity (11.2%)  
ADN and BSN programs (7.9%)  
BSN programs (62 %)  
ADN programs (30.1%)  
Ages 27-73, with a mean of 50.5  
17 males and 259 females
Nurses who Teach and Practice

Medical Surgical (33.8%)  Telemetry (10.3%)
Maternity (12.8%)  Psychiatric (7.7%)
ADN and BSN programs (13%)
BSN programs (63.6 %)  ADN programs (23.4%)

Ages 25-64, with a mean of 45

6 males and 72 females
Themes

- Expectations
- Coordination
- Communication
- Courtesy
Expectations- Staff RN

• Their view on what should happen during clinicals
• Frustration about not being aware student goals and not being able to answer a student question
• What they viewed as the role and expectations of the clinical faculty
Expectations- Nursing Faculty Member

• Their view on what should happen during clinicals
• Understanding the difficulty to expect the staff nurses to fully participate in student learning based on their workloads
• They felt judged by the staff nurses regarding their own competence
Expectations- Nurses who Practice and Teach

• They commented on the issue of expectations between parties, but as one would expect this group seemed to have a broader perspective of the issue.
Coordination- Staff RN

• Necessary during a successful clinical rotation. Many times, they associated coordination to be dependent on the instructor

• Expressed the desire for greater coordination
Coordination - Nursing Faculty Member

• Commented on the work that they have put into fostering clinical relationships and how difficult it can be
• Expressed the desire for greater coordination
Coordination- Nurses who Practice and Teach

• They had more positive feelings towards coordination. They again were able to express more sentiments regarding the big picture
Communication- Staff RN

• Concern over the lack of communication
• Not knowing what they should be doing to help the students and how every school is very different in what the students can and should be doing
Communication- Nursing Faculty Member

• Expressed how important communication is, but also, how hard it can be to have the open communication they desire

• Offered solutions they personally do to make communication better on the units where they teach
Communication- Nurses who Practice and Teach

• They had more positive feelings towards coordination. They again were able to express more sentiments regarding the big picture.
Courtesy- Staff RN

• Both positive and negative in regards to this theme
• Very important
Both positive and negative in regards to this theme

Very important

They are mere guests in the facilities and with the hardship of finding clinical sites it is their responsibility to keep the ones they have established
Courteses - Nurses who Practice and Teach

- They supported the idea of courtesy and respect as a building block for everything in the clinical learning environment.
Discussion

• The results from this study support the notion that both academia and practice professionals wish to work together, but often have a different understanding of the other side

• When discussing the concept of collaboration it is important to recognize there are multiple steps and processes that need to happen in order for true collaboration to be achieved

• Both parties need to commit to work together